Course Syllabus

Code - Course Title	**ÖEÖ606 - Naturalistic Developmental Behavioral Interventions**
Course Type	II. SEMESTER
Laboratory + Practice	3+0
ECTS	**7.5**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	PROF. DR. BURCU ÜLKE KÜRKÇÜOĞLU

Mode of Delivery	The mode of delivery of this course is Face to face
Place of Delivery	On Campus
Used Educational Platforms	Face-to-face
Prerequisites	There is no prerequisite or co-requisite for this course.
Courses Recomended	It is recommended that students take OSE 508 Early Behavioral Interventions course.

Recommended Resources	Blackwell ve Stockall (2021). Incidental teaching of conversational skills for students with autism spectrum disorder. TEACHING Exceptional Children, 54 (2), 116–123.Eckes, T., Buhlmann, U., Holling, H. D. ve Möllmann, A. (2023). Comprehensive ABA-based interventions in the treatment of children with autism spectrum disorder–a meta-analysis. BMC psychiatry, 23(1), 133.Fisher H.R., Pierre C.L., Minshawi N.F. ve Fodstad J.C. (2019) Applied behavior analysis and related treatments. In: Rieske R. (eds) Handbook of Interdisciplinary Treatments for Autism Spectrum Disorder. Autism and Child Psychopathology Series. Springer, ChamFuller, E. A., Oliver, K., Vejnoska, S. F. ve Rogers, S. J. (2020). The effects of the early start denver model for children with autism spectrum disorder: a meta-analysis. Brain Science, 10, 368. Hancock, T. b., Ledbetter-co, K., Howell, A. ve Lang, R. (2016). Enhanced milieu teaching. In Lang, Hancock, Singh (eds) Early Intervention for Autism Spectrum Disorders. Switzerland: Springer.Ibanez, L. V., Scott, S. ve Stone, W. L. (2020). The implementation of reciprocal imitation training in a Part C early intervention setting: A stepped-wedge pragmatic trial. Autism Research, 14, 1777–1788. Kang, V. Y., Kim, S., Gregori, E. V., Maggin, D. M., Chow, J. C. ve Zhao, H. (2025). Systematic Review and Meta-Analysis of Enhanced Milieu Teaching. Journal of Speech, Language, and Hearing Research, 68(1), 259-281.Kırcaali-İftar, G., Kurt, O. ve Ülke-Kürkçüoğlu, B. (2014). Otistik çocuklar için davranışsal eğitim programı I. Ankara: Anı Yayıncılık.Kırcaali-İftar, G., Ülke-Kürkçüoğlu, B. ve Kurt, O. (2014). Otistik çocuklar için davranışsal eğitim programı II. Ankara: Anı Yayıncılık.Ledford, J. R. ve Windsor, S. A. (2022). Systematic review of interventions designed to teach imitation to young children with disabilities. Topics in Early Childhood Special Education, 42(2), 202-214.National Autism Center (NAC). (2015). National Standards Report 2. Randolph, Massachusetts: National Autism Center.Nordvik Ona, H., Larsen, K., Nordhei, L. V. ve Brurberg, K. G. (2020). Effects of Pivotal Response Treatment (PRT) for Children with Autism Spectrum Disorders (ASD): a Systematic Review. Review Journal of Autism and Developmental Disorders, 7, 78–90.NPDC (National Professional Developmental Center on Autism Spectrum Disorders) (2014). [http://autismpdc.fpg.unc.edu]Odom, S. L., Boyd, B. A., Hall, L. J., ve Hume, K. (2010). Evaluation of comprehensive treatment models for individuals for autism spectrum disorders. Journal of Autism and Developmental Disorders, 40, 425-436. Özen, A., Ünal, F. ve Tıkıroğlu, Ç. (2024) (Editörler). Gelişimsel yetersizliği olan çocuklar için doğal gelişimsel davranışsal müdahaleler. Vize akademik. Rebecca, J. L. (2018). Efficacy of early interventions for infants and young children with, and at risk for, autism spectrum disorders, International Review of Psychiatry, DOI: 10.1080/09540261.2018.1432574Stahmer, A. C., Rieth, S. R., Dickson, K. S., Feder, J., Burgeson, M., Searcy, K. ve Brookman-Frazee, L. (2020). Project ImPACT for Toddlers: Pilot outcomes of a community adaptation of an intervention for autism risk. Autism, 24 (3) 617–632.Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S. J., McGee, G. G., ... (2015). Naturalistic developmental behavioral interventions: Empirically validated treatments for autism spectrum disorder. Journal of autism and developmental disorders, 45, 2411-2428.Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., ... (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.Song, J., Reilly, M., ve Reichow, B. (2025). Overview of meta-analyses on naturalistic developmental behavioral interventions for children with autism spectrum disorder. Journal of Autism and Developmental Disorders, 55(1), 1-13.Tiede, G., ve Walton, K. M. (2019). Meta-analysis of naturalistic developmental behavioral interventions for young children with autism spectrum disorder. Autism, 23(8), 2080-2095.Uljarević, M., Billingham, W., Cooper, M. N., Condron, P., ve Hardan, A. Y. (2022). Examining effectiveness and predictors of treatment response of pivotal response treatment in autism: an umbrella review and a meta-analysis. Frontiers in psychiatry, 12, 766150.Ülke-Kürkçüoğlu, B. (2023) (Editör). Otizm spektrum bozukluğuna yönelik kapsamlı uygulamalar. Anı Yayıncılık. Waddington, H., Reynolds, J. E., Macaskill, E., Curtis, S., Taylor , L. J. ve Whitehouse, A. J. (2021). The effects of JASPER intervention for children with autism spectrum disorders: A systematic review. Autism, 25(8), 2370-2385.Wong, C., Odom, S. L., Hume, K., Cox, A. W., Fettig, A., Kucharczyk, S., Brock, M. E., Plavnick, J. B., Fleury, V. P. ve Schultz, T. R. (2014). Evidence-based practices for children, youth and young adults with autism spectrum disorders. Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Work Placement	N/A
Aims of the Course	To identify behavioral, developmental, and both behavioral and developmental interventions for autism; to explain examples of behavioral interventions; to explain examples of developmental interventions; to identify examples of natural developmental behavioral interventions (NDBI) and discuss their scientific basis; compare the similarities and differences among examples of NDB, and develop perspectives on natural developmental behavioral intervention practices currently being implemented or planned in Turkey.

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1	**LO-1**	An Introduction to Topics, Assessments, and Resources Related to Naturalistic Developmental Behavioral Interventions	Lecture, Question & Answer, Brain Storming
Week - 2	**LO-1**	Definitions, theoretical foundations, and comprehensive treatments and focused interventions of developmental and behavioral approaches.	Lecture, Question & Answer, Discussion, Case Study, Research and Inquiry
Week - 3		Key components of NDBI: Goal setting, contexts, strategies, and data collection	Lecture, Question & Answer, Discussion, Case Study, Brain Storming
Week - 4	**LO-3** **LO-4**	Discussions on NDBI and Implications for Future Research Presentation of Current Systematic Reviews and Meta-Analyses on NDBI	Lecture, Question & Answer, Discussion, Research and Inquiry
Week - 5	**LO-5**	Naturalistic Developmental Behavioral Intervention Model I- Pivotal Response Training	Lecture, Question & Answer, Discussion, Case Study, Brain Storming, Research and Inquiry
Week - 6		I. MIDTERM EXAM	
Week - 7		Naturalistic Developmental Behavioral Intervention Model-III: Early Start Denver Model	Lecture, Question & Answer, Discussion, Case Study, Brain Storming, Research and Inquiry
Week - 8		Naturalistic Developmental Behavioral Intervention Model-IV: Project IMPACT	Lecture, Question & Answer, Discussion, Case Study, Brain Storming, Research and Inquiry
Week - 9		Naturalistic Developmental Behavioral Intervention Model-V: JASPER	Lecture, Discussion, Case Study, Brain Storming, Research and Inquiry

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 10		Natural Developmental Behavioral Intervention Model-VI: Incidental Teaching and Enhanced Milieu Teaching	Lecture, Question & Answer, Discussion, Case Study, Brain Storming, Research and Inquiry
Week - 11		Naturalistic Developmental Behavioral Intervention Model-VII: Reciprocal Imitation Training	Lecture, Question & Answer, Discussion, Case Study, Brain Storming, Research and Inquiry
Week - 12		Naturalistic Developmental Behavioral Intervention Model-VII: Embedded Teaching	Lecture, Question & Answer, Discussion, Case Study, Brain Storming, Research and Inquiry
Week - 13	LO-12	The Use of Naturalistic Developmental Behavioral Interventions in School and Home Settings Similarities, Differences, and Recommendations Regarding Natural Developmental Behavioral Interventions	Lecture, Question & Answer, Discussion, Research and Inquiry
Week - 14	LO-12	Homework presentation	Lecture, Research and Inquiry

Learning Outcomes

#	Learning Outcome
1	Will be able to generally define developmental and behavioral approaches—as well as approaches that address both developmental and behavioral aspects—and interventions based on these approaches for individuals with OSB.
2	Will be able to distinguish between comprehensive and focused naturalistic developmental behavioral interventions.
3	Will be able to describe the main components of developmental and behavioral interventions for individuals with OSB.
4	Will be able to describe the discussions regarding both the research and practical dimensions of naturalistic developmental behavioral interventions.
5	Will be able to discuss Pivotal Response Training—a natural developmental behavioral intervention—using examples and scientific evidence.
6	Will be able to discuss Early Start Denver Model—a natural developmental behavioral intervention—using examples and scientific evidence.
7	Will be able to discuss Project IMPACT—a natural developmental behavioral intervention—using examples and scientific evidence.
8	Will be able to discuss JASPER—a natural developmental behavioral intervention—using examples and scientific evidence.
9	Will be able to discuss Incidental Teaching and Enhanced Milieu Teaching—natural developmental behavioral interventions—using examples and scientific evidence.
10	Will be able to discuss Reciprocal Imitation Training—a natural developmental behavioral intervention—using examples and scientific evidence

Learning Outcomes

#	Learning Outcome
11	Will be able to describe Embedded Instruction—a natural developmental behavioral intervention—using examples and scientific evidence
12	Will be able to discuss the similarities and differences between naturalistic developmental behavioral interventions.

Sustainable Development Goals

✓ Health and Quality of Life ✓ Quality Education

Course Theme

✓ Educational Sciences and Educational Technologies

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	3.00	14	42
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	2.00	12	24
Ödevler	4.00	12	48
Proje - Rapor - Sunum Hazırlama	5.00	12	60
Ara Sınav Hazırlığı (sınav süresi dahil)	6.00	1	6
Final Sınavı Hazırlığı (sınav süresi dahil)	6.00	1	6
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0.00	0	0
Staj Uygulaması	0.00	0	0
		Calculated ECTS	**7.5**

Assessment Method and Passing Requirements

✓ Open-Ended Test ✓ Homework